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ABSTRACT

A survey was conducted at the University of Wisconsin-Stevens Point (UWSP) to gather basic information and opinions from returning adult students (aged 25 years or older) and to contact a sample of unenrolled adults in the community to determine their educational preferences. Surveys were distributed to approximately half of the 841 adult students enrolled in the school in the Spring of 1984, and to a group of "potential" students whose names were provided by the students who returned the questionnaires. Usable questionnaires were received from 306 students and 59 nonstudents. Some of the results of the survey were as follows: (1) 72 percent of the adult students were between 23-34 years of age; in the 35-plus age category, women outnumber men 3 to 1; the nonstudent cohort group had a similar age and sex distribution; (2) nonstudents were more likely than the students to be married, less likely to have children, and much more likely to be employed; (3) there were more nonstudents than students in the semiskilled manual labor categories; (4) two-thirds of the students had some postsecondary education prior to enrolling at UWSP, and 59 percent of the students planned to earn graduate degrees; (5) nonstudents cited job and home responsibilities, lack of incentive, and cost as major reasons for not continuing their education; and (6) both groups preferred classes that met on Mondays or Tuesdays. Suggestions were made to facilitate class attendance for adult students in the hope of increasing service to that market. (KC)

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ADULT STUDENTS AND THEIR UNENROLLED COHORTS

AT UW-STEVENS POINT

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About the Wisconsin Assessment Center

The Wisconsin Assessment Center, located at the University of Wisconsin-Green Bay, conducts studies of adult students at University of Wisconsin campuses. Since 1980, when UW System administrators asked the Wisconsin Assessment Center to investigate issues related to adult students, the Center has launched a variety of studies to enhance understanding of this increasingly important--and new--college clientele.

The Wisconsin Assessment Center is housed within the Office of Educational Research and Development at UW-Green Bay. Created in 1976 as a Systemwide resource center for the assessment, measurement, and testing associated with nontraditional learning, the Center conducted statewide conferences and consulted throughout the late 1970s with UW campus personnel on the assessment of students' prior learning. This work paved the way for the expansion of the Wisconsin Assessment Center's mission to include study of the adult student.

Highlights of Student Survey

Background Information

1. Seventy-two percent (72%) of the adult students are between 25-34 years of age. In the 35+ age category women outnumber men 3 to 1.

2. Approximately half the students are married.

3. Sixty-five percent of the women and 36% of the men have children living with them.

4. Half the adult students live within 10 miles of campus.

5. Fifty-eight percent of the adults were employed for pay at the time of the study. There is very little difference between the employment status of men and women.

6. About half of the women are employed in professional, technical and managerial occupations. One-third of the men are in this category and another third were in semi-skilled, manual labor type jobs.

Educational Status

7. Nearly three-quarters of the respondents are juniors or seniors.

8. Two-thirds are enrolled full time.

9. Two-thirds had some postsecondary education prior to enrolling at UWSP.

10. The most popular majors of adult students were education (13%), business administration (12%), social science (11%) and natural resources (10%).

Educational Plans

11. Fifty-nine percent of the respondents plan to earn graduate degree.

12. The main reasons cited by adults for returning to school were: (1) a degree is necessary to achieve their goals; (2) job dissatisfaction; (3) received encouragement; and (4) the fact that funds became available.

Preferred Class Schedules

13. A significant number of students expressed an interest in evening classes in the areas of humanities/social science, history, mathematics, foreign language and English.

14. Tuesday is the most preferred (42%) day to take classes; nearly two-thirds of the students prefer either Monday or Tuesday classes.

15. Seventy-one percent (71%) of the students want classes to meet during the day.

16. Three-quarters of the students want classes to meet one or two days per week.

17. Students who are married have a somewhat stronger preference for daytime classes.

18. Part-time students prefer evening classes which meet once or twice a week; full-time students prefer day classes.

Level of Satisfaction with Services

19. A significant number of students indicated that they were not aware of CLEP (45%), Experiential Learning Program (71%), Educational and Career Planning (27%).

20. As a group, students are most satisfied with the bookstore, admissions, library services and student employment.

Highlights of Cohort Survey

Background Information

1. The cohort group has an age and sex distribution which is similar to that for the respondents of the student survey.

2. Individuals who completed the cohort survey were more likely than the students to be married (69% vs. 52%); less likely to have children (29% vs. 54%) and much more likely to be employed for pay (90% vs. 57%) respondents.

3. The cohort group had more individuals in the semi-skilled manual labor categories than did the student group.

Interest in Attending College

4. Almost two-thirds of the cohort group (63%) felt that their chances of achieving their educational goals were less than 50%.

5. Individuals who returned the survey had a wide range of interests. The five course areas which generated the most interest were business administration (39%); computer science (29%), psychology (27%), accounting (27%) and communications (24%).

6. Forty-one percent of the respondents indicated that they would probably enroll in college within the next two years.

7. Men cited job and home responsibilities, lack of incentive and cost as major reasons for not continuing their education, in that order. Women cited cost, job responsibilities, home responsibilities and child care problems as the major barriers.

Preferred Class Schedules

8. The most preferred type of classes were workshop and lecture.

9. The most preferred days of the week were Tuesday and Monday. But nearly one-quarter (23%) had no preference.

10. Slightly more than half (55%) of the students preferred classes to meet during the day.

11. The potential students would also prefer classes which meet once or twice a week.

REPORT OF UNIVERSITY OF WISCONSIN-STEVENS POINT
ADULT STUDENT SURVEY

INTRODUCTION

The University of Wisconsin-Stevens Point is a liberal arts institution located in the central part of the state. The institution is one of thirteen four-year institutions in the University of Wisconsin System and currently has an enrollment of approximately 9,000 undergraduate and graduate students.

The present project was conducted by the Wisconsin Assessment Center, a University of Wisconsin System resource center, at the request of Margaret Kocurek, Non-Traditional Student Services Coordinator, and Orland Radke, Director of Continuing Education and Outreach of UW-Stevens Point. The project had two purposes: to gather basic information and opinions from returning adult students (students 25 years of age or older) and to contact a sample of unenrolled adults in the community to determine their educational preferences.

After some preliminary discussions in the Spring of 1984, it was decided that the two groups would be surveyed with mail questionnaires. The first group consisted of approximately half of the currently enrolled, adult, matriculated students. The major components of the questionnaire were background information, preferences for class schedules and course offerings, and satisfaction with student services. The second group of students consisted of a cohort of "potential" students whose names were provided by the students who returned the questionnaire. The cohort adults were asked to provide information regarding their educational plans, potential barriers to continuing their education, and course schedule preferences.

Both survey forms were developed by the author in cooperation with Margaret Kocurek and the Wisconsin Assessment Center staff. The questionnaire sent to the cohort group contained the same demographic questions and items related to preferred class schedules. A discussion of the results from these

two surveys is provided in the sections which follow.

METHODOLOGY

Eight hundred and forty-one adults (students 25 years of age or older) were enrolled at UW-Stevens Point as matriculated undergraduate students during Semester I of the 1984-85 academic year. From this pool of students, 500 were randomly selected for participation in the mail survey.

During the last week in September 1984, questionnaires were sent to the entire sample of 500 students. Approximately one week after the first mailing a postcard was sent to encourage students to return the questionnaire or thank them if they had already done so. In late October, a second letter and replacement questionnaire were sent to all students who had not yet returned a questionnaire.

Of the 500 adult students surveyed, 308 returned a completed questionnaire for an overall response rate of 61.6%. No questionnaires were returned as undeliverable. Two surveys were excluded from analysis because the students indicated that they were no longer enrolled in school.

The sample of nonenrolled adults was surveyed using a technique called snowball sampling. Students who completed the survey described above were asked to provide "the name and address of a friend or associate, who is not presently attending college, to whom we may send a similar questionnaire." One hundred and three (33%) of the respondents to the adult student survey provided useable names and addresses. After an initial mailing and two follow-ups, fifty-nine people in this "cohort" group (57%) returned a completed questionnaire.

RESULTS OF STUDENT SURVEY

Demographic Characteristics

The student survey provides a demographic profile of the adults currently enrolled as matriculated students. Table 1 provides a percentage distribution of the survey respondents on seven selected variables: age, sex, marital status, number of children, distance from UWSP, employment status, and occupation.

The adult students proved to be a highly diverse group. However, approximately three-quarters of the adults were between the ages of 25 and 34. The ratio of females to males was approximately 2 to 1 across all age

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF ADULT STUDENT SURVEY RESPONDENTS
(Percentage Distribution)

Characteristic	Men (N=119)	Women (N=189)	Total (N=308)	Characteristic	Men (N=119)	Women (N=189)	Total (N=308)
Age				**Distance From Campus**			
25-29	66	36	48	≤10 miles	58	46	51
30-34	24	24	24	10-25 miles	18	22	21
35-39	5	23	16	26-50 miles	19	27	24
40-44	2	8	5	51+ miles	5	4	5
45+	2	9	6				
				Employment Status			
Children Living in Home[1]				Full-time	21	17	19
				Part-time	40	39	39
All ages	36	65	54	Unemployed but looking	21	16	18
Preschool	20	18	19	Not employed	18	29	25
School age	16	42	32				
High School	5	31	18	**Occupational Status**			
Over 18	0	4	2	Professional	37	50	44
				Clerical/Sales	12	30	22
Marital Status				Service	16	17	16
Married	49	54	52	Semi-skilled	36	4	17
Single	51	46	48				

[1]The percentages in this section do not total 100% because respondents may have children in more than one age category.

categories. About half of the students of both sexes were married. Slightly more than half have children.

Additional background information in Table 1 indicates that slightly more

than half of the students were employed at the time they completed the survey. This includes 39% of the entire group who were employed part-time and 19% who were employed full time. It appears that most adult students commute to the campus for classes. However, most students (72%) live less than twenty-five miles from Stevens Point.

Finally, among the more than 200 students who provided a current occupational title, most were employed in a professional, technical, or managerial occupation. Clerical, sales, and services occupations were also heavily represented. Women, by-and-large, were employed either in the professional/managerial or clerical/sales areas. One-third of the men were employed in professional area and one-third were in semi-skilled occupational areas. The remaining third were employed in the clerical/sales and services areas.

Educational Background and Aspirations

Approximately two-thirds of the survey respondents attended a college or university prior to their current period of enrollment. This group includes 20% who had completed an associate or four-year degree at a college or technical school. More women than men had previously attended school at the postsecondary level.

Previous college attendance is also reflected in the fact that nearly three-quarters of the adult students are presently juniors or seniors. In addition, about two-thirds of the respondents were registered for twelve or more credits at the time of the survey. These findings suggest that the majority of adult students at UW-Stevens Point are "seasoned" college students who are carrying a heavy academic credit load in conjunction with significant job and family responsibilities.

Other survey results show an interesting mixture of majors and high educational aspirations among the adults who completed the survey. While adult students could be found in virtually every major offered, nearly half of

TABLE 2
EDUCATIONAL BACKGROUND AND ASPIRATIONS
(Percentage Distribution)

Characteristic	Men (N=119)	Women (N=189)	Total (N=308)	Characteristic	Men (N=119)	Women (N=189)	Total (N=308)
Class Standing				Number of Credits			
Freshman	15	17	14	1-5	5	14	10
Sophomore	10	15	15	6-8	8	17	14
Junior	22	27	24	9-11	8	14	11
Senior	53	47	47	12-14	44	35	38
				15-17	35	16	23
Previous Education				18+	1	5	4
High School	32	22	27				
Tech. School	6	9	8	Major			
Tech. School & College	8	11	10	Education	6	18	13
A.A. (Tech.)	5	5	5	Bus. Admin.	15	10	12
A.A. (College)	9	11	10	Social Science	10	11	11
Bachelors Deg.	5	3	4	Nat. Resources	24	2	10
Graduate Deg.	2	1	1	Psychology	4	11	8
				Arts	2	8	5
Educational Plans				Communication	2	4	4
Not seeking deg.	2	2	2	Biology	3	3	3
Bachelors	42	36	39	Accounting	3	3	3
Masters	39	45	43	Math	4	2	3
Specialist	4	3	3				
Doctoral	10	9	9				
Professional	4	5	4				

the students are majoring either in education (13%), business administration (12%), the social sciences (11%) or natural resources (10%). More women than men indicated that they were majoring in education, psychology and the arts. Men were predominant in business administration and natural resources.

High educational aspirations are reflected by the fact that a majority adult students plan to continue their formal education beyond the bachelor's degree. Nearly half of the respondents indicated they planned to pursue a Master's or Specialist degree. An additional 13% planned to complete a doctoral or professional degree.

Comparison of Background Information With Previous Studies

Since 1981 the Wisconsin Assessment Center has conducted several studies

which have provided a fairly consistent profile of the adult student population. Adult students attending UW-Stevens Point fit this profile in most instances but are different in some respects from adults surveyed on other campuses.

The female to male ratio of 2 to 1 with an even larger proportion of females in the age 35 and over category is highly similar to the results of previous studies including a large multicampus study completed in the Fall of 1981. The fact that three-quarters of the adult students at UW-Stevens Point are between 25 and 35 years of age is also consistent with previous surveys.

As far as marital status and family responsibilties are concerned, slightly fewer adults at UW-Stevens Point were married and/or had children than adult students at other UW institutions. However, like previous studies, a majority of adults are married and have school-age children.

The employment status of adults at UW-Stevens Point is also comparable to older students at other UW institutions. Most adults are employed for pay while they attend school and a majority are in professional or clerical/sales occupations. The tendency for a higher proportion of women to be employed in these areas, along with a higher proportion of men in semi-skilled jobs, is also consistent with previous research results.

Finally, previous Assessment Center studies, as well as many national studies, have indicated that adult students are likely to have had some postsecondary educational experience prior to their current period of enrollment. Adult students in the present study had similar experiences. Unlike previous studies, however, more students at Stevens Point are juniors and seniors and more are attending classes full time than is typically found at other institutions.

Reasons for Attending UW-Stevens Point

Survey respondents were asked to indicate to what extent each of nine factors influenced their decision to attend UW-Stevens Point. They were also given the opportunity to specify other factors which may have influenced their decision to return to school and then asked to rank the three factors which influenced them the most. Responses to these questions are summarized in Tables 3 and 4.

Nearly three-quarters of the respondents indicated that "a realization that a degree was necessary to achieve (their) goals" was very much a factor in the decision to attend UW-Stevens Point. A high percentage of students also indicated that job dissatisfaction, encouragement from family, friends or employers and the availability of funds also strongly influenced their decision to seek a degree.

TABLE 3
RATING OF REASONS FOR ATTENDING UW-STEVENS POINT
(Percentage Distribution - N=308)

Category	Very Much	Somewhat	Not at All
Degree necessary for goals	70	21	9
Dissatisfied with job	37	30	33
Received encouragement	26	38	36
Funds available	22	33	45
Children entered school	10	10	80
Family or marital problems	9	13	78
Lost job	8	7	85
Advice from a student	5	13	82
College representative	1	1	98

In addition to rating the nine factors listed, 122 respondents specified another factor which they felt influenced their enrollment decision. These "other" responses were content analyzed and fell into nine additional categories.

Specific Program Available (N=19). Students indicated that they were

attending UW-Stevens Point because of the availability of the natural resources program or to earn teacher certification. Other students "needed additional coursework to sit for the CPA exam;" another student indicated that she was taking courses toward a B.S.N.

Location (N=16). The proximity of the campus was also mentioned as an important factor for a number of students. Some students indicated that they had recently moved to the area and had been attending college elsewhere. Others simply stated that, "It's the closest university from where I live." and "I had always wanted to finish college and UWSP is nearest."

Desire to do Something Personally Satisfying (N=16). This theme can be exemplified by statements like "I wanted to do it for me," "a personal goal I always wanted to attain" and "I felt I needed a new challenge and a new perspective."

Satisfaction of Getting a Degree and Learning (N=16). This factor was mentioned by sixteen students who wrote statements like, "I quit college to get married and it bothered me that I hadn't finished, "I wanted to complete my degree," and "I felt I needed an educatiom."

Advice from Others (N=9). Students were encouraged to attend UW-Stevens Point by a wide range of people they had come in contact with including their therapist, mother, advisors from other institutions and friends.

Desire to Develop New Career (N=13). This precipitating factor was expressed in several different ways. Many of the statements seemed to reflect a certain degree of job dissatisfaction while others expressed a desire for higher pay or more job opportunities. Specific examples include, "I simply wish to improve my knowledge and prepare for a more interesting job" and "Insufficient current salary--couldn't support self and three children."

Stimulation/Get Away from Routine (N=9). Responses in this category included statements like "A need to be involved in something outside the home

with two small children" and "I wanted to meet new people, especially people close to my own age."

Death, Illness or Injury (N=7). These reasons included some tragic examples of how unexpected events can prompt a decision to enroll. One women wrote that she became a widow at age 29. Another simply stated that her daughter had died.

Other Factors (N=17). A wide range of factors fell into this catch-all category. For example, several people specifically mentioned that personal circumstances such as a job transfer, marriage or divorce prompted their enrollment. One student mentioned the child care facilities and another indicated that he "wanted to be a positive impact on society."

Ranking of Reasons for Attending UW-Stevens Point. In addition to rating the factors listed, students were asked to indicate which factors (Table 4) exerted the first, second and third most influence on their decision to enroll. One-third of the respondents indicated that a realization that a degree was necessary to achieve their goals had the most influence on their decision to attend UW-Stevens Point. Approximately one-quarter of the adult students also rated this as the second or third most influential factor. Job dissatisfaction was also mentioned as the most influential by a significant

TABLE 4
RANKING OF REASONS FOR ATTENDING UW-STEVENS POINT
(Percentage Distribution - N=308)

Category	Influence		
	Most	2nd	3rd
Degree necessary for goals	34	25	20
Dissatisfied with job	16	21	16
Received encouragement	7	15	18
Funds available	7	16	20
Children entered school	6	5	5
Lost job	5	4	2
Family or marital problems	2	4	5
Advice from student	1	2	5
College representative	0	0	0
Other	22	3	5

number of adults. The remaining factors were checked by less than 10% of the people completing the survey. People who took the trouble to specify an additional factor as being significant frequently indicated that it was the "most important" determinant. In fact, 22% of the entire group of students felt the "other" factor was the most influential.

Desire for Selected Evening Classes. Students were asked if they would be interested in taking courses after 4:00 PM to fulfill their general degree requirements. Fifty-eight percent (N=179) of the respondents indicated that they were interested in taking one or more courses at night. About a third of the students indicated that they had an interest in taking humanities/social science courses, and about one-fifth were interested in

TABLE 5
DESIRE FOR SELECTED EVENING CLASSES
(Number of Students Interested in at Least One Course = 179)

Class	% Interested*	N
Humanities/Social Science	32	98
History	21	65
Mathematics	20	61
Foreign Language	17	53
English	17	51
Biology	13	41
Astronomy	13	39
Geography/Geology	13	38
Chemistry	12	35
Physics	8	25

*Percentages total more than 100 because more than one course area could be checked.

history or mathematics in the evening. Smaller but substantial numbers of students expressed an interest in taking courses in foreign languages and English in the evening.

Preferred Class Schedules

The adult students involved in the survey were asked to indicate what days they preferred to take classes, the most preferred time of day, and how frequently they would like classes to meet.

Preferred Days. Table 6 shows the days when respondents preferred to take courses. The data in column one indicate that the first choice of nearly three-quarters of the respondents was either Monday or Tuesday. An additional

TABLE 6
PREFERRED DAYS TO TAKE COURSES
(Percentage Distribution - N=308)

Days of the Week	Choice 1st	2nd	3rd
Monday	29	7	6
Tuesday	42	34	6
Wednesday	6	39	33
Thursday	1	17	42
Friday	0	1	4
Saturday	4	1	3
No Preference	19	2	6

19% indicated that they had no preference. The second choice of a substantial majority of the adult students was for either Tuesday or Wednesday classes. Wednesday and Thursday classes were the third choice for a full three-quarters of the survey respondents. Very few students indicated a preference for Saturday classes. Even smaller percentages indicated that they would like classes to be held on Friday.

Time of Day. Adult students also demonstrated a clear preference for taking classes during the day. Table 7 indicates that the most preferred time of day is 8:00 AM to 12:00 Noon. More than half of the students indicated that this time slot was their first preference. In addition, 17% of the adult students selected 12:00 Noon to 4:00 PM as their most preferred time to take classes. The second choice of the majority of students was also for classes which met during the daytime hours.

TABLE 7
PREFERRED TIME OF DAY FOR CLASSES
(Percentage Distribution - N=308)

Time of Day	Choice 1st	2nd	3rd
8:00 AM - 12:00 Noon	54	15	5
12:00 Noon - 4:00 PM	17	50	12
4:00 - 6:30 PM	9	18	34
6:30 - 9:00 PM	15	15	24
No preference	5	[illegible]	25

Although a substantial majority of the respondents prefer a daytime class schedule, a significant percentage (24%) prefer late afternoon or evening classes. A crosstabulation of most preferred time of day with marital status and numer of credits carried (See Appendix I, Tables 1 and 2) suggests that students who are married and individuals enrolled part-time are more likely to prefer classes which meet after 4:00 PM.

Frequency of Class Meetings. Table 8 shows how often the respondents would like each class to meet. More than three-quarters of the adults preferred classes which met either once or twice each week. Approximately

TABLE 8
FREQUENCY OF CLASS MEETINGS
(Percentage Distribution - N=308)

Frequency	Choice 1st	2nd	3rd
Once each week	26	12	20
Monday and Wednesday	24	35	20
Tuesday and Thursday	25	36	20
Monday, Wednesday, and Friday	15	7	20
Intensive Weekend	6	9	11
No Preference	4	2	8

one-quarter of the respondents preferred once-a-week classes, or a Monday and Wednesday schedule or a Tuesday and Thursday class schedule. The second and third choices of the students also showed a clear preference for classes which meet once or twice each week. Additional analyses of the survey results (See

Tables 3 and 4 in Appendix I) indicate that a majority of students who prefer that classes be held only once each week would also like them to be held in the late afternoon and evening. Survey respondents who are attending school part time were more likely to prefer classes which meet once or twice weekly. Full-time students did not have as strong a preference as the part time students but tended to prefer classes which met two or three times per week.

Attitudes Toward Services Offered at UW-Stevens Point

The students who participated in the survey were asked to indicate which of seventeen services they were not aware of, which they have not used and those services they had used. Table 9 summarizes their responses. Most students were aware of the services listed, however, a substantial number of students indicated that they were not aware of the Experiential Learning Program (71%), the College Level Examination Program (45%) and Educational and Career Planning Services (27%).

TABLE 9
ATTITUDE TOWARD SERVICES OFFERED AT UW-STEVENS POINT
(Percentage Distribution - N=308)

Service	Not Aware	Have Not Used	Had used Service
Academic Advising	4	27	69
Admissions	1	7	92
Bookstore	2	1	93
Child Care	17	73	10
CLEP	45	46	9
Educational and Career Planning	27	59	14
Experiential Learning Program	71	25	4
Financial Aids	2	34	64
Guidance, Counseling, Testing	13	58	29
Health Services	4	48	48
Job Placement	10	75	15
Library Services	3	10	87
Parking	2	25	73
Reading, Writing, Math Labs	9	63	28
Registration	1	1	98
Student Employment	5	62	33
Tutoring	8	72	20

The second column lists the proportion of students who indicated that they have not used a particular service. Approximately three-quarters of the respondents indicated that they had not used job placement or child care services. Almost two-thirds have not used the reading, writing and math labs or taken advantage of student employment services. Finally, approximately half of the adults have not used educational or career planning services, guidance, counseling, testing, CLEP, or health services.

Table 10 shows the proportion of students who had used a particular service listed and were either satisfied or not satisfied with it. Of the seventeen services shown in Table 10, a majority of respondents were satisfied

TABLE 10
SATISFACTION OF STUDENTS USING SERVICES
OFFERED AT UW-STEVENS POINT

Service	% Satisfied	% Not Satisfied	Total Number Using Service
Bookstore	93	7	295
Library Services	93	7	264
Admissions	91	9	275
Reading, Writing Math Labs	90	10	84
Guidance, Counseling, Testing	86	14	85
Student Employment	83	17	100
Financial Aids	82	18	193
Health Services	82	18	30
Child Care	81	19	32
CLEP	81	19	27
Registration	77	23	293
Tutoring	75	25	61
Academic Advising	75	25	207
Educational & Career Planning	74	26	42
Job Placement	70	30	46
Experiential Learning Program	54	46	13
Parking	42	58	221

with all but one of them, that is, parking. A significant majority of the students were satisfied with all but two of the services listed. The three services which generated the highest percentage of positive responses were

also among the most frequently used. The bookstore, library services and admissions received a "satisfied" rating from more than 90% of the respondents who had used the services. The two services which were rated positively by less than three-quarters of the respondents were Parking and the Experiential Learning Program. However, in the case of the Experiential Learning Program, only thirteen students had used this service, making it difficult to draw any firm conclusions about the perceived quality of this program.

Survey respondents were also asked to provide a specific reason for their dissatisfaction with a particular service.[1] The responses were analyzed for content, and the specific complaints for the seven services which generated the most comments are summarized below.

> It is necessary to keep in mind, while reading the comments on pages 15-17, that a significant majority of students were satisfied with all services but parking. The complaints summarized below were made in response to a question which asked the respondents to specifically explain why they were dissatisfied with a service. Many extremely positive comments about UW-Stevens Point are outlined on subsequent pages.

Parking (123 respondents provided one or more comments). The most frequent complaint in this category was that the parking was simply too far away (N=32), closely followed by the complaint that there simply wasn't enough parking available anywhere (N=31). A number of other students felt that the parking was a particular problem for commuters (N=16) who had to drive long distances and then fight for a parking space so that they could get to class

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[1] A complete transcript of these comments are available from the Wisconsin Assessment Center or The Office of Adult Student Services at UW-Stevens Point.

on time. Similar numbers of students stated that the lots are not well maintained (N=16) and that parking is expensive (N=16). Another common complaint was that cars are ticketed too frequently and quickly (N=16). The remaining criticisms included statements about too little metered parking (N=10), that the lots are too far away for walking at night (N=5), and that the lot system itself is inconvenient (N=5). The remaining comments consisted of several personal examples of problems associated with the parking situation.

Registration (64 respondents provided one or more comments). The most frequent comment made about the registration process was that it was confusing and disorganized (N=23). Students stated that it "seems to be organized chaos" and that the "personnel are fine, but that the system need not be so complicated." Other students were dissatisfied because it was so time consuming (N=18) and that "it is frustrating to stand in long lines only to find out that the classes you want are filled" (N=18). Other complaints centered on the priority system for class registration (N=8) and several miscellaneous comments which were general complaints about the registration system and process.

Academic Advising (49 respondents provided one or more comments). The major complaint that students had about academic advising was that advisors provided poor advice (N=23). Students stated that they were told to take courses they didn't need, that they were misinformed about course schedules and course prerequisites and that they were ill-advised about general degree requirements. Two other frequent complaints were that advisors were not helpful (N=15) and had a poor attitude (N=15). Some specific comments include the following:

+ No one seems to be absolutely sure which classes are required for what degree. It is assumed that as a student we should know it all.

+ The coordinators for my program who act as advisors to anyone in [specifies a major] are both pretty poor. I use other teachers as unofficial advisors to get my questions answered and some help.

- Advisor has a "I'm too busy to care" attitude [gives name].
- They often ignore me when I enter; I have to ask for service. They could never get my file--I've been told several times that I do not exist.

The five remaining complaints about academic advising are that advisors are too busy, it's difficult to make appointments and other problems with the advisory process.

Tutoring (17 respondents provided comments). Six of the students who commented about tutoring felt that it wasn't as beneficial as they had hoped for, e.g., "I have spent numerous times with a tutor hoping I would benefit from her (no luck) usually they are too young and lose track of the time and talk about other things." A second type of complaint, made by four students, was that you had to be doing very poorly in a class before you were eligible for tutoring help, e.g., "Some type of tutoring should be available to students who are having trouble but not yet failing. Tutors seem to be only available to those already failing." The remaining comments referred to missed appointments, the fact that only evening appointments are available, and the need for more help with upper level courses.

Job Placement (10 respondents commented). Nearly all of the comments in this category referred to the problem of not getting enough help in finding a job--"Could not seem to help me" and "I was not satisfied, I used the services but it did not lead to any probable leads" exemplify this type of complaint.

Experiential Learning Program and Educational and Career Planning (8 respondents commented on these two areas). Only a few students used the experiential learning program and these students felt that it was a lot of work and not beneficial. A few students also felt that they did not get the help they needed through the Career Planning and Placement Office.

Positive Features of UW-Stevens Point

The adult students were asked to state, in open ended form, one or two things that they particularly liked about UW-Stevens Point. Two hundred and seventy-four persons provided one or more comments. The responses were content analyzed and are summarized in Table 11 below.

TABLE 11
THINGS STUDENTS LIKE ABOUT UW-STEVENS POINT
(Number of Students Commenting = 272)

Feature	Number
Quality of faculty	126
Small size of campus/classes	55
Services	53
Convenience and location	43
Physical arrangement	43
Campus atmosphere	33
Helpful, friendly staff	27
Specific department	23
People in general	16
Other nontraditional students	11
Other	31
Total Comments	461

Quality of Faculty. By far the most frequently mentioned positive aspect of UW-Stevens Point was the quality of the faculty. Students provided a wide variety of comments about the competence, friendliness, helpfulness and availability of most faculty members. Examples of these comments include:

+ Most of my professors have taken a personal interest in me and made an effort to get to know his/her students.

+ Professors always willing to assist students in improving upon a particular subject, i.e., encouraging use of tutors, informing students of office hours, offering reviews before exams.

+ The quality of instruction available. All of the professors I have had to date seem to be well prepared, willing to help the student and enjoy their jobs. I know this makes my job of learning easier.

Small Class Size/Campus. Fifty-five students mentioned that they liked the small size of the campus and classes. Some simply wrote "small size" or

"small classes." Other students felt that because of the "small size of the campus, more individualized attention is available for students." Additional comments included:

+ The size of the campus makes the classes I am interested in fairly small and manageable which I like.

+ Campus very nice size--smaller classes are nice because there is more of a one-to-one relationship with professor.

+ I like the town and the size of the school which is small enough to be personal, large enough to be adequate.

Services. The third most frequently mentioned positive aspect of UW-Stevens Point was the services offered on campus. Students praised the child care center, food service, health service, financial aid office, guidance and counseling, the student center, the bookstore and other services. For example, one student commented, "I like the way financial aid is computerized and you only have to fill out one application and they will check and see which aids you qualify for." Another indicated that "the counselors are readily available and helpful. The library has all the necessary resources to study with. The student center and bookstore are nice."

Campus Location. The location of the campus was also a very positive feature for a significant number of survey respondents. Many students commented that they liked the fact that UW-Stevens Point was "close to home" or that it was the "closest university to my home." "The proximity of UWSP to wildlife areas is an advantage from the aspect of Natural Resources (especially wildlife) majors" is another theme which was mentioned several times.

Physical Arrangement. Forty-three adult students also mentioned that they particularly liked various aspects of the campus physical setting. Several students commented that the "area is beautiful" and that "all buildings are easily accessible." Other students felt that the small town and close proximity of the buildings makes it easy to go from building to building for

classes, to the library or to other facilities.

Other Comments. The remaining comments can be summarized into seven major categories including atmosphere (e.g., "friendly atmosphere," "the friendliness on campus," "I enjoy the atmosphere. It appears to be more professional than other campuses I've been at."), the university staff (e.g., "the care and concern of everyone in admissions when I registered, the staff were very friendly and helpful and really made me feel at ease."), a specific department (e.g., chemistry, music, natural resources, computer lab), people in general (e.g., "the people on campus are very friendly," "friendliness of other students"), and older or nontraditional students (e.g., "active nontraditional organization," "students are all ages.").

The final category consists of thirty-one miscellaneous comments which referred to the weather, cultural events on campus, course variety and a few negative comments (e.g., "nothing stands out," "I cannot find one good thing to say about this university. I have been treated very rudely except for the English department.").

Areas Needing Improvement

Table 12 provides a summary of the comments made regarding "areas needing improvement" at UW-Stevens Point. A total of 252 students responded to this open-ended question. The comments were organized into eleven major categories. Comments related to improving campus services represented the largest single category. Many of the seventy-two comments made suggested that the registration process should be improved and/or computerized. For example, students suggested "computerized registration" and that "registration could be more efficient." Other respondents felt that "academic advising could use a little improvement," "that food services are expensive and lousy," and that the "financial aids could use some help."

TABLE 12
AREAS NEEDING IMPROVEMENT
(Number of Students Commuting = 252)

Area	Number
Improve services	72
Major or course offering	53
Faculty	44
Parking	40
Course schedule	34
Lack of study area	13
Degree requirements	12
Improve facilities	11
Change fees, tuition	7
Extracurricular activities	7
Miscellaneous	31
Space	--
Total Comments	324

The second largest category of responses referred to the need for more classes in more areas. Students suggested offering more courses in a number of specific areas including social work, BSN, Asian Studies, MSW and "a wider variety of science classes." There were also several suggestions made to improve various departments, offer new majors and provide more independent study classes.

Although the quality of the faculty led the list of positive comments, forty-four survey respondents complained about the quality of teaching by some faculty members. Responses ranged from the very general, e.g., "better teaching staff," to the highly specific, e.g., "Get rid of (name of professor)." Specific departments were mentioned by some and several students suggested removing "incompetent" instructors from the teaching staff.

Problems with parking also generated an additional forty "needs improvement" responses. Students asked for, "more parking meters," "better parking," "more parking closer to campus for students" and "parking nearer to campus for classes that start after 4:00." One student went so far as to say, "Parking--if anything will keep me from attending class--it's definitely the

parking situation. Parking gives me ulcers."

Restructuring or revising course schedules was the focus of thirty-four comments made by the adult students who responded to this item of the survey. Some of these students felt that "more evening and/or weekend courses" are needed to meet their needs. Students also criticized what they felt was a "haphazard class schedule" with too few courses available at the times that they could take them. For example:

+ Offer all courses during both semesters to save students from getting behind a semester or sometimes even two semesters.
+ Have classes scheduled so commuters could have one day a week in which to study at home.

Additional areas that students felt needed improvement included: (1) study facilities (N=13), e.g., "have more quiet study areas in the U.C.," "Lack of study areas in Collins-would like to see a better area set aside for study purposes,"; (2) comments on degree requirements (N=12): e.g., "Drop foreign language requirement," "allow exemption from physical education requirements to veterans," "compulsory Phy Ed for nontraditionals--a waste of time and money"; (3) improve facilities (N=11), e.g., "More streetlights by classroom buildings for walking at night," "more underground tunnels from building to building"; (4) change fees, tuition (N=7), e.g., "Nontraditional tuition adjustment for such things as student activities, health services, etc. which many nontraditional students don't utilize," "More consideration on tuition fee deadlines;" (5) extracurricular activities (N=7), e.g., "attract a better entertainment program," "Increased nonalcoholic dances and other functions;" and (6) miscellaneous commments including "I'm satisfied," "Be more flexible in dealing with nontraditional students" and "Coming from a small campus previously, I miss not knowing more students."

RESULTS OF THE COHORT SURVEY

COHORTS

Because the number of respondents who completed a questionnaire was small, the results and conclusions may not be representative of all adults in the area served by UW-Stevens Point. Consequently, the results should be interpreted with caution and will not be discussed in as much detail as was the student survey described in the previous section.

Background Information

Table 13 provides the distribution of demographic characteristics, age, marital status, age of children, employment status and occupational category.

The majority of the respondents were in the 25-34 age range. More than one-third were between 25 and 29 years old. Slightly more than two-thirds of the individuals in the cohort group were married but less than one-third (29%) have children. Among those individuals who do have children, nearly one-half have preschool children and one quarter have children between 5 and 12 years of age.

TABLE 13
BACKGROUND INFORMATION
(Percentage Distribution - N=59)

Characteristics	Percentage	Characteristic	Percentage
Age		**Children**	
<25	12	All ages	29
25-29	36	Preschool (5)	41
30-34	20	School age (6-12)	27
35-39	17	High School (13-18)	31
40-44	9	Over 18	3
45+	7		
		Occuational Category	
Employment Status		Professional	22
Full-time (31-40 hrs/wk)	64	Clerical/Sales	32
Part-time (1-30 hrs/wk)	26	Service Occupations	18
Not employed for pay	10	Agriculture	28
Marital Status			
Married	69		
Not Married	31		

The large majority of respondents were employed for pay; 90% of the people in the cohort group were employed either full or part-time. The largest portion of the cohort group were employed in the clerical and sales area (32%); 28% held jobs which fell in the professional area, and 18% were employed in service occupations.

A comparison between the Stevens Point students and the cohorts indicates that the age and sex of respondents are highly similar. The marital status of the cohort group, however, tended to include more people who were married and fewer individuals who had children. The employment status of the two groups also differed somewhat, with fewer people working full time and fewer people employed in semiskilled occupations among the students.

General Interests

The questionnaire contained seven questions related to general educational interests. These items gathered information related to cohorts' educational aspirations, courses that they might be interested in taking and their reasons for not engaging in educational activities at the present time.

TABLE 14
EDUCATIONAL PLANS IN NEXT TEN YEARS

Certificate or Degree	Percentages* Male	Female	Total
None	25	13	17
Certificate or License	15	18	17
Two year degree	5	33	28
Four year degree	45	46	46
Masters degree	20	15	17
Ph.D or Ed. D.	0	3	2
Medical degree	0	3	2
Law degree	5	8	7
Other	10	5	7

*Percentages add up to more than 100 because more than 1 option can be checked.

When asked to indicate what educational degrees they would like to receive in the next ten years, nearly half (46%) indicated that they planned to earn a four-year degree. Twenty-eight percent of the cohorts expressed an interest in earning a graduate degree. This high level of educational aspiration suggests that, while none of the respondents were currently attending school, many plan to participate eventually in postsecondary educational activities.

Two additional questions provided information about how serious the respondents were about achieving their educational plans. The first question asked for an estimate of their chances of achieving their educational goals (See Table 15). About half (49%) of the students indicated that their chances were less than one in four of actually completing a degree or certificate; about one-third (36%) felt that their chances were better than 50-50. This relatively low estimate of achieving their educational goals is somewhat surprising in view of the cohorts' high level of aspiration. Perhaps their desire for an education is not yet balanced with their perceived need or ability to pursue their plans.

The second question asked them to indicate, on a four-point scale, what they thought the possibility would be that they would enroll in college within the next two years. Slightly more than one-third (41%) indicated that they would "definitely" or "probably" enroll within the next two years while only 7% indicated that they would "definitely not" enroll.

TABLE 15
CHANCES OF ACHIEVING EDUCATIONAL GOALS
(Percentage Distribution - N=59)

Estimated Chance	Males	Females	Total
0%	0	0	0
1-25%	73	38	49
26-50%	7	18	14
51-75%	0	29	20
76-99%	7	15	12
100%	13	0	4

TABLE 16
POSSIBILITY THAT RESPONDENT WILL ENROLL IN COLLEGE
IN NEXT TWO YEARS
(Percentage Distribution - N=59)

Probability of Enrollment	Males	Females	Total
Definitely	6	8	7
Probably	28	37	34
Probably Not	31	53	52
Definitely Not	17	3	7

Interest in Taking Courses

A separate item on the questionnaire listed twenty-three course areas and asked students to indicate in which areas they would be interested in taking coursework. Table 17 provides a summary of the interest level for both men and women who responded to the survey.

TABLE 17
PERCENTAGE OF COHORT GROUP INTERESTED IN TAKING COURSES IN SELECTED AREAS
(Percentage Distribution - N=59)

Area	Male	Female	Total
Business Administration	40	38	39
Computer Science	20	33	29
Accounting	20	31	27
Psychology	10	36	27
Communications	5	33	24
English	15	18	17
Sociology	15	15	15
Teacher Education	5	21	15
Biology	10	10	14
History	15	10	12
Philosophy	5	15	12
Art	10	10	10
Economics	5	13	10
Forestry	25	3	10
Mathematics	5	8	10
Medical Technology	5	13	10
Music	5	8	10
Resource Management	20	5	10
Languages	0	13	8
Geography	15	5	8
Anthropology	0	5	3
Geology	5	3	3
Library Science	0	3	2

Business Administration was the only course area in which more than one-third of the respondents expressed an interest. However, approximately one-quarter of the cohort group were interested in taking courses in the areas of computer science, accounting, psychology, and communications. The remaining course areas were of interest to less than 20% of the people responding to the survey.

Reasons for Not Continuing Education

Table 18 shows the degree of importance placed by the total group of respondents on a variety of possible reasons for not participating in

TABLE 18
REASONS FOR NOT CONTINUING EDUCATION ACTIVITIES
(Percentage Distribution - N=59)

Reason	Major*	Most Important
Job responsibilities	60	21
Cost	58	29
Home responsibilities	52	27
Child care problems	23	4
Don't know what to study	16	4
Lack of incentive	14	2
Course schedules	12	4
Transportation	12	2
Not enough energy	12	2
Courses offered not wanted	10	0
Courses not useful or practical	6	4
Lack of ability	6	0
Too old	4	0
Don't know how to get information	4	0

*Percentages do not total 100% because more than one option could be checked.

educational activities. Job responsibilities, cost and home responsibilities were, by far, the major reasons why a large percentage of the respondents were not participating in educational activities. In fact, more than three-quarters (77%) of the nonstudent group cited one of these three factors as the most important reason for not participating. These factors seem to be consistent with the demographic characteristics described earlier which indicate that a significant percentage of this group are married and are

employed either full or part time in jobs which fall primarily in the semi-skilled or clerical/scales areas.

Preferred Class Type and Schedule

The questions in this final section of the questionnaire were identical to those on the student survey form. Respondents were asked to indicate their first, second and third choices for the type of class they would prefer as well as the most preferred days of the week, time of day and frequency of class meetings.

The most preferred formats for classes among the cohort group were workshop and lecture, with 63% of the respondents ranking these formats as

TABLE 19
PREFERRED COURSE SCHEDULE
(Percentage Distribution - N=59)

Characteristic	Choice 1st	2nd	3rd	Characteristic	Choice 1st	2nd	3rd
Class Type				Time of Day			
Workshop	32	25	19	8:00 AM-12:00 Noon	33	21	15
Seminar	13	30	36	12:00 Noon-4:00 PM	22	33	7
Lecture	31	28	21	4:00-6:30 PM	7	31	22
Independent Study	25	18	14	6:30-9:00 PM	28	8	30
				No Preference	10	6	27
Day of the Week							
Monday	18	11	2	Frequency			
Tuesday	44	19	4	Once each week	45	11	9
Wednesday	5	45	22	Mon. & Wed.	9	33	25
Thursday	4	13	44	Tues. & Thurs.	24	33	27
Friday	0	4	7	Mon., Wed., Fri.	9	7	5
Saturday	7	4	2	Intensive Weekend	9	11	9
No Preference	23	4	18	No Preference	5	4	25

their first choice. The most convenient day for taking classes was Tuesday with nearly half (44%) giving that day a "first choice" ranking. Nearly one-quarter of the respondents had no preference concerning what day to meet and the first choice of 18% of the cohorts was for Monday classes.

Considering the fact that a significant portion of the respondents were working either full or part time, it is somewhat surprising that more than

half (55%) would most prefer to have classes meet during the day. The 4:00-6:30 PM time slot was the least popular while the 6:30-9:00 PM option was the first choice of 28% of the group. Finally, the individuals who were not currently enrolled in school expressed a clear choice concerning how often they would like classes to meet. Nearly half (45%) indicated that a class which met once each week was their first choice; Tuesday and Thursday classes were the first choice of an additional 24% of the respondents.

Comparison of Student and Cohort Groups. It is interesting to note that there is a high degree of similarity between the preferences of the students and the cohort group. Substantial percentages of both groups (See Table 20) indicated that Monday and Tuesday classes were the most preferred. More

TABLE 20
COMPARISON OF STUDENT AND NONSTUDENT COHORT
PREFERRED CLASS SCHEDULE
(Percentage Distribution - N=59)

Characteristic	First Choice	
	Students	Cohort
Day of the Week		
Monday	29	18
Tuesday	42	44
Wednesday	6	5
Thursday	1	4
Friday	0	0
Saturday	4	7
No Preference	19	23
Time of Day		
8:00 AM - 12:00 Noon	54	33
12:00 Noon - 4:00 PM	17	22
4:00 - 6:30 PM	9	7
6:30 - 9:00 PM	15	28
No Preference	5	10
Frequency of Class		
Once each week	26	45
Monday and Wednesday	24	9
Tuesday and Thursday	25	24
Monday, Wednesday, Friday	15	9
Intensive Weekend	6	9
No Preference	4	5

individuals in the cohort group expressed a preference for evening classes (6:30-9:00 PM) in comparison to the student group. However, more than half (55%) of the nonstudents indicated that a daytime class schedule would be their first choice. This compares with 71% of the student group. The results from the two surveys also reveal a similarity between the student and cohort group in terms of frequency of class meetings. A significant majority of both groups prefer classes to meet once or twice a week (75% for the student group vs. 78% among the nonstudent cohort). However, while only about one-quarter of the students preferred once-a-week classes, nearly half of the cohort group expressed a preference for classes which met only once a week.

What Circumstances Would Prompt Enrollment

The nonstudent cohort involved in the survey were asked to state, in their own words, under what circumstances they would enroll at UW-Stevens Point. The responses of the 47 people who responded to this question are summarized in Table 21 below. Several individuals provided more than one condition which brought the total number of circumstances to fifty-seven.

TABLE 21
CIRCUMSTANCES WHICH WOULD PROMPT
ENROLLMENT AT UW-STEVENS POINT

Circumstance	Number*
If funds became available	14
Change in job status	10
Change in course schedules	8
Change in family responsibilities	8
Financially worthwhile	5
Increase in self-confidence	4
If time becomes available	2
Miscellaneous	6
Total	57

*Forty-seven persons responded to this item and in some cases more than one reason was given.

Fourteen people stated that if funds became available they would consider returning to school. "If time and financial considerations allowed, I would probably enroll in courses that interested me" and "When I can afford tuition and my children are older" are two examples of how this theme was expressed. Several individuals mentioned that a change in job status would be necessary. "I need to get off shift work," "if my company folded" and "if I get laid off or lose my job or get better hours" are a few examples. In other instances, the potential students indicated changes in personal circumstances or attitudes would be necessary before they would consider taking classes. Eight people indicated that a change in times courses were offered might prompt them to enroll. Eight respondents cited changes in family responsibilities as a prerequisite to enrollment. In several instances individuals indicated that attitudinal changes, including a belief that returning to school would be financially worthwhile and/or an increase in self-confidence would be necessary.

RECOMMENDATIONS

Considering the overall results of the student and cohort surveys, several recommendations can be offered to the administration, staff and faculty at UW-Stevens Point. However, the reader is urged to keep three things in mind when reviewing these recommendations. First, they are based only on the opinions of the "adult" students attending UW-Stevens Point. And, while these opinions should be taken seriously, no attempt has been made to poll the opinions of the entire student body, of which adult students are only 15%. Quite obviously one must consider the potential impact of any proposed actions on the entire student body.

Second, many recommendations discussed may have already been considered by the administration and/or faculty and implemented or rejected for reasons

which go beyond those expressed in the study. Others may need to be reviewed or expanded in view of local program policies and practices.

Third, the list of recommendations is in no way intended to be exhaustive. Both surveys were designed to provide respondents with ample opportunity to make comments in their own words and elaborate on the questions posed in the survey. A special effort has been made to organize these free-responses into categories which should make their review interesting and worthwhile. Many respondents made a special effort to offer interesting comments and suggestions which add insight into the objective portions of the surveys. In addition, a minimal amount of interpretation is contained in the narrative, thus allowing those individuals most familiar with the campus and its students to study the data collected and make their own interpretations.

1. Survey results indicate that a significant majority of the adult students at UW-Stevens Point returned to school because they realized that a degree was necessary to achieve their goals. Other important factors were job dissatisfaction and receiving encouragement from family members, friends or employers. Consideration of these factors in conjunction with the demographic characteristics of the currently enrolled students suggests that most adult students have established a goal which requires a college degree and many are dissatisfied with their current job. Consequently, if UW-Stevens Point would like to increase the number of adult students, recruitment efforts should probably emphasize the advantages of a four-year college degree including opportunities for career advancement or establishing a new career, increasing the chances of earning more money, having a more satisfying career, and becoming more independent and financially self-supporting. Major employers in the Stevens Point area could also be encouraged to support their employees' educational

aspirations through tuition reimbursement programs, release time or flexible work hours.

2. Job responsibilities and cost, along with home responsibilities, were the most frequently mentioned reasons why adults were not attending school at the present time. But only a very small minority (7%) of the cohort group indicated that they were definitely not planning to return to school within the next two years. Efforts should be made to minimize the conflict between job and family responsibilities, the cost of attending school and the desire to complete a college degree or educational certificate. Some suggestions for reducing this conflict include:

   (a) Offering more classes which meet only once per week;

   (b) Provide a timetable of course offerings well in advance of the start of classes;

   (c) Offering reduced rate parking for part-time students and free parking to students who attend classes only after 4:00 PM;

   (d) Establish a special "commuter parking lot" close to the classroom buildings so that part-time students can reduce the amount of travel time needed to attend classes;

   (e) Reduce the cost of taking classes for students over twenty-five by eliminating student activity fees and other assessments which do not support instructional services and are seldom if ever used by the older students;

   (f) Establish and/or promote methods which adult students can use to finance their education. Advertise the availability of grants and scholarships, state and federal loans and encourage students to contact their employers about the possibility of reimbursement of educational costs.

3. A majority of the adult students indicated that they planned to pursue a graduate degree after completing their undergraduate work. A special effort should be made to determine more specifically what areas these adults are interested in. Survey results indicate that education and business administration are popular areas of undergraduate study for adults. Consequently, graduate degrees

offered in these areas may be particularly fruitful areas to consider. Currently UW-Stevens Point offers graduate degrees in education and other areas and has also embarked on a cooperative program in business administration, However, consideration of offering additional graduate degrees in conjunction with other UW institutions may reduce costs and further expand the graduate service area.

4. The class schedule preferred by the adult students provides an interesting contrast between full-time and part-time students. While adult students in general prefer daytime classes which meet once or twice a week, part-time students, in particular, prefer evening classes which meet once in the early part of the week. In addition, two-thirds of the adult students attending UW-Stevens Point are attending full time. Previous studies conducted by the Wisconsin Assessment Center have found that a majority of adult students at other UW institutions attend part time. It may be possible to encourage more adults to enroll (particularly on a part-time basis) if more classes were offered in the evening or on a more intensive basis such as once or twice a week. Course areas which might be of particular interest include business administration, computer science, accounting, and psychology. In addition, a significant group of currently enrolled students expressed an interest in taking evening courses in the humanities, history, mathematics and English.

5. Traditional and nontraditional aged college students need to make use of a wide variety of services when they enter college. Older students, with job and family responsibilities must cope with time pressures and the problems of coordinating these activities with completion of admission forms, registration, and class assignments,

etc. Many adults have also been away from formal education for a number of years and might need to brush up their basic skills or develop more effective study skills techniques. Prior work and learning experiences may provide the opportunity to get credit toward their degree and may also accentuate the need for educational and career planning.

An examination of the student ratings of seventeen student services suggests that UW-Stevens Point staff and administration may want to make a more concerted effort to advertise and promote the College Level Examination Program and the Experiential Learning Program. Adults who have been away from formal education for a period of time and who may have had a wide variety of creditable life and work experiences could benefit greatly from these two programs. In addition to getting some formal recognition for their prior learning experiences, these programs could significantly reduce the cost of earning a degree, a major factor cited by the cohort group for not attending school.

6. It is also recommended that a more concerted effort be made to inform students of the educational and career planning services offered at UW-Stevens Point. A substantial number of students cited job dissatisfaction as a reason for returning to school. An even larger number indicated that they were interested in earning graduate degrees. Consequently, a comprehensive educational and career planning program could keep adult students better informed about the opportunities available to them.

Finally, although a majority of students were satisfied with the seventeen services listed, a fairly substantial number of adults were dissatisfied with parking, registration and academic advising. The

reader is encouraged to carefully review the summary of free responses on pages 14-17 of this report and the complete transcript of responses (which is available in the Coordinator of Adult Services' office) and consider implementing other changes which may remedy the specific problems cited.

5. What degree are you currently working toward at UWSP, and what is the highest degree you ultimately plan to earn? (Circle one number in each column.)

Current	Ultimate	
1	1	I am not seeking a degree
2	2	Associate degree
3	3	Bachelor's degree
	4	Master's degree
	5	Specialist degree (e.g., Ed.S.)
	6	Doctoral degree (e.g., Ph.D., Ed.D.)
	7	Professional degree (e.g., medical, law, theology)

SECTION III - PREFERRED CLASS SCHEDULES

6. Would you be interested in taking evening courses (after 4:00 PM) to fulfill general degree requirements in any of the following areas? (Circle the number of ALL the areas in which you would be interested in taking courses.)

1 Biology	6 Humanities/Social Science
2 Chemistry	7 English
3 Physics	8 History
4 Astronomy	9 Mathematics
5 Geography/Geology	10 Foreign Language

From each set of options in questions 7-9, please select the three that are most preferred by you and enter their numbers in the boxes.

7. On what days of the week do you prefer to take a course?

1 Monday	3 Wednesday	5 Friday	7 No preference
2 Tuesday	4 Thursday	6 Saturday	

First Choice ☐ Second Choice ☐ Third Choice ☐

8. When would you prefer to take your classes?

1 8:00-12 Noon	3 4:00-6:30 PM	5 No Preference
2 12:00-4:00 PM	4 6:30-9:00 PM	

First Choice ☐ Second Choice ☐ Third Choice ☐

9. How often would you like each class to meet?

1 Once each week for 2 1/2 hours
2 Monday & Wednesday for approximately 1-1/4 hours each session
3 Tuesday & Thursday for approximately 1-1/4 hours each session
4 Monday, Wednesday & Friday for 50 minutes each session
5 Intensive weekend courses (e.g. classes meeting Friday evening, all day Saturday and half day Sunday for three weekends for three credits)
6 No preference

First Choice ☐ Second Choice ☐ Third Choice ☐

SECTION IV - SERVICES OFFERED AT UW-STEVENS POINT

10. How would you evaluate these services as provided by UWSP? For each service, circle the number of the response that is most appropriate.

1 = I did not know about this service
2 = I know about this service but have not used it
3 = I used this service and was satisfied with it
4 = I used this service and was not satisfied with it

1	2	3	4	Academic Advising
1	2	3	4	Admissions
1	2	3	4	Bookstore
1	2	3	4	Child Care
1	2	3	4	College Level Examination Program (CLEP)
1	2	3	4	Educational and Career Planning
1	2	3	4	Experiential Learning Program
1	2	3	4	Financial Aids
1	2	3	4	Guidance, Counseling, and Testing
1	2	3	4	Health Services
1	2	3	4	Job Placement
1	2	3	4	Library Services
1	2	3	4	Parking
1	2	3	4	Reading, writing, math, and study skills improvement labs
1	2	3	4	Registration
1	2	3	4	Student Employment
1	2	3	4	Tutoring
1	2	3	4	Other (Please specify) _____

11. If you were dissatisfied with any of the services listed in question 10 please indicate the specific reason for your dissatisfaction in the spaces below.

a. Service _____ Reason _____

_____

_____

b. Service _____ Reason _____

_____

_____

c. Service _____ Reason _____

_____

_____

d. Service _____ Reason _____

_____

_____

e. Service _____ Reason _____

_____

_____

UW-STEVENS EDUCATIONAL INTERESTS SURVEY

Please use this list to complete Question No. eighteen on your survey form.

List A: Occupational Titles

---

01 Agricultural and Forestry Occupations, Fishers, and Hunters
02 Clerical Occupations
03 Construction, Drilling, and Mining Occupations
04 Engineers and Architects
05 Executive, Administrative, Managerial Occupations
06 Food Service (waitress, waiter, bartender, short-order cook)
07 Health-Diagnosing and Treatment Practitioners
08 Health Technologists and Technicians
09 Marketing and Sales Occupations
10 Material Handlers, Equipment Cleaners, and Laborers
11 Mechanics and Repairers
12 Military Occupations
13 Natural Scientists and Mathematicians
14 Nurses, Pharmacists, Dietitions, Therapists, and Physicians' Assistants
15 Production Occupations (Occupations concerned with setting up, operating, or tending of machines and with hand production, usually in a factory or shop)
16 Service Occupations
17 Social Scientists, Social Workers, Religious Workers, and Lawyers
18 Teachers, Librarians, and Counselors
19 Technologists and Technicians (except Health)
20 Transportation and Material-Moving Occupations
21 Writers, Artists, Editors, and Athletes
22 Other

---

12. Please indicate one or two things you particularly like about UW-Stevens Point?

_____

_____

_____

13. Please indicate one or two ways in which you think UW-Stevens Point could improve.

_____

_____

_____

14. In the space below, please write the name and address of a friend or associate, who is not presently attending college, to whom we may send a similar questionnaire.

_____

_____

_____

SECTION V - BACKGROUND INFORMATION

Finally, in order to analyze the information provided, we need to know a few facts about you. This will enable us to view the information from various standpoints.

15. What is your present class standing?

1 Freshman (0-29 credits earned)
2 Sophomore (30-59 credits earned)
3 Junior (60-89 credits earned)
4 Senior (90 or more credits earned)
5 Special
6 Other (Specify) _____

16. How many credits are you currently taking? _____

17. Are you currently married?

1 Yes 2 No

18. If you have children living with you what are their ages?

1 None
2 ____,____,____,____,____,____

19. Your sex:

1 Male 2 Female

20. How old are you? _____

21. The approximate one-way distance from your residence to the UW-SP campus is _____ miles.

22. If you are currently employed, please describe your current job (e.g. teacher, accountant, etc.)

_____

23. Now look at List B: Occupational Titles and enter on the line below the code number of the category in which your job falls. _____

24. During the time school is in session about how many hours a week do you usually spend on your job? _____ Hrs

25. Are you presently unemployed and looking for work?

1 Yes 2 No

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE!!!!!!

UW-STEVENS POINT STUDENT SURVEY

Please use this list to complete Question No. Four on your survey form.

List A: Major Areas of Study

---

10 Area Studies (includes American studies, Latin American studies, Russian and East Central European studies)
20 Biology
30 Business Administration
40 Business Education & Office Administration
50 Chemistry
60 Communication
70 Communicative Disorders
80 Dietetics
90 Education (includes Early Childhood, Elementary, Home Economics, Music and Physical Education majors)
100 English (includes Language, Literature, Writing)
110 Fashion Merchandising
120 Fine and Applied Arts (includes Applied Music, Art, Art Education, Music; Music Literature; Theatre Arts-Drama; Theatre Arts-Dance)
130 Food and Nutrition
140 Foreign Languages (French; German; Spanish)
150 Managerial Accounting
160 Mathematics
170 Medical Technology
180 Natural Resources (includes Forestry, Resource Management, Soil Science, Water Resources, Wildlife)
190 Natural Science (includes Earth Science, Life Science)
200 Paper Science
210 Physical Sciences (includes Chemistry, Physics, Geography)
220 Psychology
230 Public Administration and Policy Analysis)
240 Social Sciences (includes Anthropology, Economics, History, Philosophy, Political Science, Sociology)
250 Wellness/Lifestyle Development
260 Undecided but probably program of four or more years

270 Other

SEE REVERSE SIDE FOR LIST B: OCCUPATIONAL TITLES

UW-STEVENS POINT STUDENT SURVEY

Please use this list to complete Question No. twenty-three on your survey form.

List B: Occupational Titles

---

01 Agricultural and Forestry Occupations, Fishers, and Hunters
02 Clerical Occupations
03 Construction, Drilling, and Mining Occupations
04 Engineers and Architects
05 Executive, Administrative, Managerial Occupations
06 Food Service (waitress, waiter, bartender, short-order cook)
07 Health-Diagnosing and Treatment Practitioners
08 Health Technologists and Technicians
09 Marketing and Sales Occupations
10 Material Handlers, Equipment Cleaners, and Laborers
11 Mechanics and Repairers
12 Military Occupations
13 Natural Scientists and Mathematicians
14 Nurses, Pharmacists, Dietitions, Therapists, and Physicians' Assistants
15 Production Occupations (Occupations concerned with setting up, operating, or tending of machines and with hand production, usually in a factory or shop)
16 Service Occupations
17 Social Scientists, Social Workers, Religious Workers, and Lawyers
18 Teachers, Librarians, and Counselors
19 Technologists and Technicians (except Health)
20 Transportation and Material-Moving Occupations
21 Writers, Artists, Editors, and Athletes
22 Other

SEE REVERSE SIDE FOR LIST A: MAJOR AREAS OF STUDY

SURVEY OF EDUCATIONAL INTERESTS

Your cooperation in filling out this questionnaire will be greatly appreciated. The information you provide will be confidential. Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number of the most appropriate response. You will also find enclosed a list of occupational titles which should be used to answer question number 17.

SECTION I - GENERAL INTERESTS

1. If you had an opportunity, what educational degrees or certificates would you like to get in the next ten years? (Mark all the ones you are interested in receiving.)

1 None [GO TO QUESTION #3]
2 Certificate or license needed for occupation (electrician, beautician, real estate)
3 Two-year college degree (A.A.)
4 Four-year college degree (BA, BS)
5 Master's degree (MA, MS, etc)
6 Doctor of Philosophy or Education
7 Medical degree (MD, DDS)
8 Law degree (LL.B., JD)
9 Other (Specify) _____

2. All things considered, what do you think your chances are of achieving the educational goals you checked above?

1 0% 2 1-25% 3 26-50% 4 51-75% 5 76-99% 6 100%

3. Would you be interested in taking courses in any of the following areas at UW-Stevens Point? (Circle the number of all the areas you would be interested in.)

1 Accounting
2 Anthropology
3 Art
4 Biology
5 Business Administration
6 Communications
7 Computer Science
8 Economics
9 English
10 Languages (specify)_____
11 Forestry
12 Geography
13 Geology
14 History
15 Library Science
16 Mathematics
17 Medical Technology
18 Music
19 Philosophy
20 Psychology
21 Resource Management
22 Sociology
23 Teacher Education
24 Other (specify) _____

4. Are you enrolled in school or college at the present time?

1 No
2 Yes, I am attending _____ full time. [GO TO QUESTION #8]
3 Yes, I am attending _____ part time. [GO TO QUESTION #8]

5. What are the possibilities that you will enroll in a college or university course within the next two years?

1 I definitely intend to enroll
2 I will probably enroll
3 I will probably not enroll
4 I definitely will not enroll

SECTION II - REASONS FOR NOT CONTINUING IN EDUCATION ACTIVITIES

6. The following list represents some reasons people give for not continuing their education. How important is each of these reasons in your decision not to participate in an educational program? (Please mark one answer for each reason.)

These are major reasons why I am not participating.
These are minor reasons why I am not participating.
These reasons are not influencing my decision.

1	2	3	A. Cost (fees, books, transportation, etc.)
1	2	3	B. No college close by offering the courses I want
1	2	3	C. Courses available generally didn't seem useful or practical
1	2	3	D. Don't know how to get enrolled, where to get information and so forth
1	2	3	E. Courses I wanted are not scheduled when I want to attend
1	2	3	F. Home responsibilities
1	2	3	G. Job responsibilities
1	2	3	H. Transportation problems
1	2	3	I. Child care problems
1	2	3	J. Not enough energy or stamina
1	2	3	K. I don't feel I have enough reason or incentive for further education
1	2	3	L. A feeling that I probably could not do the work
1	2	3	M. A feeling that I am too old to go back to school
1	2	3	N. Don't know what to study
1	2	3	O. Other (Please specify) _____

7. From the list of reasons in question 6, please select the three that have influenced your decision the most and enter their letters below. For example, if your most important reason for not participating in educational activities is "Child care problems" enter the letter I in the first box.

Most Important ☐ Second Most Important ☐ Third Most Important ☐

PLEASE ANSWER THE REMAINING QUESTIONS EVEN IF YOU HAVE NOT SERIOUSLY CONSIDERED RETURNING TO SCHOOL.

SECTION III - PREFERRED CLASS SCHEDULES

From each set of options in questions 8-11, please select the three that are most preferred by you and enter their numbers in the boxes. For example, if your most preferred class is "Lecture," enter the number 2 in the first box.

8. What type of class do you prefer?

1 Workshop (brief, concentrated educational program)
2 Seminar (occasional meetings for giving and discussing information)
3 Lecture (one or more weekly classes where information is presented to students and discussed)
4 Independent Study (studying a topic on your own with guidance from an instructor)

First Choice ☐ Second Choice ☐ Third Choice ☐

9. On what days of the week do you prefer to take a course?

1 Monday 3 Wednesday 5 Friday 7 No preference
2 Tuesday 4 Thursday 6 Saturday

First Choice ☐ Second Choice ☐ Third Choice ☐

10. When would you prefer to take your classes?

1 8:00-12 Noon 3 4:00-6:30 PM 5 No Preference
2 12:00-4:00 PM 4 6:30- 9:00 PM

First Choice ☐ Second Choice ☐ Third Choice ☐

11. How often would you like each class to meet?

1 Once each week for 2 1/2 hours
2 Monday & Wednesday for approximately 1-1/4 hours each session
3 Tuesday & Thursday for approximately 1-1/4 hours each session
4 Monday, Wednesday & Friday for 50 minutes each session
5 Intensive weekend courses (e.g. classes meeting Friday evening, all day Saturday and half day Sunday for three weekends for three credits)
6 No preference

First Choice ☐ Second Choice ☐ Third Choice ☐

12. Under what circumstances would you enroll at UW-Stevens Point?

_____

_____

_____

_____

SECTION IV - BACKGROUND INFORMATION

Finally, in order to analyze the information provided, we need to know a few facts about you. This will enable us to view the information from various standpoints.

13. Your sex:

    1 Male 2 Female

14. How old are you? _____

15. If you have children living with you, what are their ages?

    1 None
    2 ____ ____ ____ ____ ____

16. Are you currently married?

    1 Yes 2 No

17. If you are currently employed, please describe your job (e.g. teacher, bartender, accountant)

    _____

18. Now look at List A: Occupational Titles and enter on the line below the code number of the category in which your job falls. _____

19. About how many hours a week do you usually spend on your job?

    _____ Hours

* * * * * * * * * * * * * * *

If you would like us to send you some information on educational opportunities at the University of Wisconsin-Stevens Point, please write your name and address on the back of the return envelope.

* * * * * * * * * * * * * * *

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE!!!!!!

APPENDIX I

Supplementary Tables

TABLE 22
MARITAL STATUS AND TIME OF DAY
(Percentage of Students - N=308)

Time of Day	Marital Status	
	Married	Not Married
8:00 AM - 12 Noon	56	51
12:00 Noon - 4:00 PM	8	28
4:00 - 6:30 PM	13	4
6:30 - 9:00 PM	17	13
No Preference	5	4

TABLE 23
PREFERRED TIME OF DAY BY NUMBER OF CREDITS CARRIED
(Percent of Student Respondents - N=308)

Number of Credits	Time of Day				
	8:00-12:00	12:00-4:00	4:00-6:30	6:30-9:00	No Preference
1-5	16	3	32	45	3
6-11	53	14	10	22	1
12-15	61	23	5	7	4
16-18	56	14	6	11	14
19+	50	0	0	25	25

TABLE 24
FREQUENCY AND PREFERRED TIME OF DAY FOR CLASSES TO BE HELD - FIRST CHOICE
(Percentage of Student Respondents - N=308)

Frequency	Time of Day				
	8:00-12:00	12:00-4:00	4:00-6:30	6:30-9:00	No Preference
Once	36	3	19	40	2
Monday, Wednesday	71	14	6	7	3
Tuesday, Thursday	55	32	4	5	3
Monday, Wednesday, Friday	73	20	0	0	7
Weekend	22	22	22	28	6

TABLE 25
PREFERRED FREQUENCY OF COURSE MEETINGS BY NUMBER OF CREDITS CARRIED
(Percentage of Student Respondents - N=308)

Number of Credits	N	Frequency					
		Once	M,W	T,R	M,W,F	S	No Preference
1-5	31	55	26	6	0	13	0
6-11	72	38	29	18	4	6	5
12-15	151	15	20	3.	23	5	5
16-18	35	23	26	26	20	3	3
19+	4	50	0	0	0	25	25

M=Monday, T=Tuesday, W=Wednesday, R=Thursday, F=Friday, S=Saturday

TABLE 26
FIRST CHOICE OF CLASS MEETINGS BY SEX
(Percentage of Student Respondents - N=308)

Frequency	Male	Female	Total
Once	21	30	26
Monday and Wednesday	25	23	24
Tuesday and Thursday	23	26	25
Monday, Wednesday, and Friday	21	11	15
Intensive Weekend	4	8	6
No Preference	7	3	4

TABLE 27
PREFERRED DAY AND TIME OF DAY FOR CLASSES TO BE HELD
(Percentage of Student Respondents - N=308)

Day	N	Time of Day				
		8:00-12:00	12:00-4:00	4:00-6:30	6:30-9:00	No Preference
Monday	83	66	13	7	11	2
Tuesday	120	52	23	8	16	2
Wednesday	16	19	38	6	31	6
Thursday	2	50	0	50	0	0
Friday	1	0	100	0	0	0
Saturday	11	27	18	18	36	0
No Preference	53	53	6	13	11	17

TABLE 28
PREFERRED TIME OF CLASS AND AGES OF CHILDREN
(Percentage of Student Respondents - N=308)

Age of Children	Time of Day				
	8:00-12:00	12:00-4:00	4:00-6:30	6:30-9:00	No Preference
None	52	21	5	15	7
1-5	48	19	16	14	3
6-12	54	13	15	15	3
13-18	61	4	17	17	2
19+	67	0	0	33	0

TABLE 29
REASONS FOR NOT CONTINUING EDUCATION ACTIVITIES
(Percentage of Cohort Group - N=59)

Reason	Male	Female	Total
Job responsibilities	63	58	60
Cost	27	70	58
Home responsibilities	63	47	52
Child care problems	20	24	23
Don't know what to study	20	15	16
Lack of incentive	31	6	14
Course schedules	7	14	12
Transportation	7	14	12
Not enough energy	13	11	12
Courses offered not wanted	0	14	10
Courses not useful or practical	7	6	6
Lack of ability	13	3	6
Don't know how to get information	0	6	4
Too old	6	3	4

TABLE 30
MOST IMPORTANT REASON FOR NOT CONTINUING EDUCATION ACTIVITIES
(Percentage of Cohort Group - N=59)

Reason	Male	Female	Total
Cost	13	35	29
Home responsibilities	47	19	27
Job responsibilities	7	27	21
Courses not useful or practical	7	3	4
Course schedules	0	5	4
Child care problems	7	3	4
Don't know what to study	7	3	4
Transportation	0	3	2
Not enough energy	7	0	2
Lack of incentive	7	0	2
Other	0	3	2
Courses offered not wanted	0	0	0
Don't know how to get information	0	0	0
Lack of ability	0	0	0
Too old	0	0	0

APPENDIX II

Survey Instruments

JW-Stevens Point Student Survey

Survey of Educational Interests

UW-STEVENS POINT STUDENT SURVEY

Your cooperation in filling out this questionnaire will be greatly appreciated. The information you provide will be confidential. Where no directions are given, please circle the number of the most appropriate response. You will also find enclosed a list of major areas of study and a list of occupational titles which should be used to answer questions 4 and 23.

SECTION I - REASONS FOR ATTENDING UW-STEVENS POINT

1. Thinking back to when you made the decision to attend UW-Stevens Point, to what extent did each of the following factors influence your decision to enroll when you did? **(Please circle one number for each reason.)**

These factors influenced me very much	These factors influenced me somewhat	These factors did not influence me at all	
1	2	3	A. My children entered school (kindergarten, college, etc)
1	2	3	B. I was dissatisfied with my job
1	2	3	C. Family or marital problems
1	2	3	D. Funds became available
1	2	3	E. Received encouragement from spouse, employer, etc
1	2	3	F. I lost my job and could not find suitable employment
1	2	3	G. I realized that a degree was necessary to achieve my goals
1	2	3	H. A student who had been here before advised me to go
1	2	3	I. I heard a college representative talk about UWSP
1	2	3	J. Other (Please specify) _____

2. From the list of factors in question 1, please select the three that had the most influence on you by entering their letters in the boxes below. For example, if the most influencial factor was "Funds became available" enter the letter D in the first box.

Most Influence [ ] Second Most Influence [ ] Third Most Influence [ ]

SECTION II - EDUCATIONAL BACKGROUND

3. When you first came to UW-Stevens Point, how much education did you have? **(Circle number of highest level.)**

1 High school graduate
2 Some technical school
3 Some college
4 Some technical school & college
5 Associate degree: tech school
6 Associate degree: college
7 Four year college degree
8 Some graduate courses
9 A graduate degree

4. Please look at **List A: Major Areas of Study** and enter in the box below the code number of the category in which your major or area of study falls.

[ ]